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## EDITORIAL NOTES.

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WE publish in this number of the REVIEW the first of our promised series of articles on social aspects of education. Professor Vincent's contribution puts the entire movement before us, in both its underlying philosophy and its practical tendencies, and is thus a worthy introduction to the series. Successive issues will discuss "Ethics in the High School;" the "Responsibility of the High School to the Business Community;" the "Correlation of the Educational Forces of the Community;" "Social Phases of High School Discipline," etc.

THE articles in this issue of the REVIEW, bearing upon southern education, will prove intensely interesting far beyond the geographical limits immediately concerned. They present to our readers a vivid and accurate picture of educational conditions and educational struggles in the South. The presentation loses nothing in coming from those who are having to reckon practically with the problems. The educational progress in the South is a matter of utmost importance to the country as a whole. This has been recognized so far as relates to the instruction of the colored people. The larger part of money for their higher schools, and probably by far the greater number of their teachers, have come from the North; but certainly the efforts to reorganize the higher education of the whites and put it upon the most advanced plane is of no less importance to the nation as a whole.

The articles in question make clear the unnecessary multiplication of preparatory schools and of colleges. It makes clear the multiplication of courses in the colleges. It sets in a clear light the pretentious ambitions of many of the institutions. It shows the difficulties arising from lack of funds, and from the social life in the South after the war. They reveal with equal clearness the interest that is awakened in educational problems, and the courage with which the difficulties of the situation are being faced. The willingness of our southern educational brethren to look at highly disagreeable facts just as they are, and to expose them to each other and to the world, is a most encouraging sign. To know the difficulties is to take more than half the steps necessary to correct them. The courage that is shown in recognizing them is proof that energy to deal with them adequately will be forthcoming. On the whole we have no doubt but our readers will agree that the picture drawn is a cause for encouragement rather than for despondency. The best wishes of those engaged in higher education where outward conditions are more favorable, and congratulations upon what has already been accomplished, go forth to our fellow-workers in the South.

OTHERS than teachers of botany will be interested in the report of the committee appointed by the Society for Plant Morphology and Physiology, published in other pages of the REVIEW. The report has been adopted by the college-entrance examination board of the Middle States and Maryland, and represents in so far an accomplished fact. Nothing is more significant in recent education than the tendency of scientific associations to take a positive interest in the educational aspects of their specialties. In the long run, it is quite probable that such voluntary co-operation and supervision will quite equal in efficiency the action of centralized administrative bureaus in Europe—and will indeed accomplish all the more because their recommendations have intellectual and moral instead of political authority.

It requires only submission to follow the dictates of an administrative superior; it demands and cultivates deliberation, discussion, and insight to adopt the suggestions of a scientific body. Moreover, the reflex influence upon any body of men of knowing that more than their "say so" is required to put into effect their educational ideas is most helpful. In considering the chances of adoption of recommendations, a body instinctively broadens its outlook and takes into account diverse and individual factors which are overlooked when decision is more arbitrary. Such recommendations are also more likely to be flexible and adaptable, while those of a governing bureau tend to rigidity and the inelasticity of the doctrinaire.

We are probably too close to see the full significance of the movement initiated by the Committees of Ten and Fifteen. There will come a time when the record of the successive actions of educational and scientific associations may be adequately written. It will then be seen to mark an epoch not merely in the educational development of the United States, but in the evolution of the intellectual life of the world. For the present, the specific recommendations of these bodies and the degree in which they modify actual school practice are minor matters. The significant thing is the interest, the attitude shown, and the forces set in motion. It is through such methods that democracy will justify itself in education as well as in politics.